2-3:
Narrative Wall
Blackline Masters
Focus Story

__________________________________________

Author’s Name

wrote a ________________________________

Genre

entitled _________________________________.

Title of the Story.

The purpose of the story is to

__________________________________________

Entertain, Inform, Describe, Explain, or Persuade

Focus Skill:
Narrative Text

Setting

Character

Beginning

Middle

End

4-Color Narrative Chant: 2nd Grade

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Narrative Text Structure Chant

Every story has a setting and a character. The setting is the time and place. The character drives the action of the story in a beginning, middle, and end.

In the beginning, the author needs to make the setting and character come alive, or we will close the book!

In the middle, the character goes through many actions, actions, actions in the story.

The end! What was the last thing that happened to the character? How did the character feel?
Narrative Text

Beginning

Middle

End

Setting

Character

Problem

Solution

Lesson

4-Color Narrative Chant: Grades 2-3

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Narrative Text Structure Chant

Every story has a setting and a character. The setting is the time and place. The character drives the action of the story in a beginning, middle, and end.

In the beginning, the author needs to make the setting and character come alive, or we will close the book! Once they come alive, then the character has a problem.

In the middle, the character goes through many actions, actions, actions to solve the problem.

In the end, the character is successful or unsuccessful at solving the problem.

Moral! After reading the story, the reader learns a lesson. What did the author teach me from this story?
Before We Read...

Lecture Notes Tell the Big Idea.

Word Masters to Story Blasters

Introduce Vocabulary.

Different Types of Solutions for Endings are Revealed.

Character Development.

The Tool Box Reveals

Narrative Wall Headlines: Before Reading:

Second - Third
SCPM

Beginning!

What Happened in the Middle?

Ending
Story Endings: Solutions

Successful

Good Characters are Rewarded and Victorious.


Unsuccessful

Bad Characters are Punished and Defeated.


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1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
How do we make connections?

How are we using the strategies?

Strategies to Comprehend Stories.

Narrative Text Structure and

During Reading, we use...
Characters:

- **Main Character:**
  - Identify a character trait.
  - Tools used to develop the trait:
    - Dialogue, Thoughts, Emotions,
    - Five Senses, Facial Expressions,
    - Body Movements

- **Characters:**
  - Include the names of supporting characters.

Setting:

- **Time:**
  - When does the story take place?

- **Place:**
  - Where does the story take place?

Problem:

- **Who is driving the action in the story?**
- **What struggle or problem is the main character facing in the story?**

Solution:

- **Character facing in the story:**
  - What struggle or action is driving the story?

Moral:

- **Problem:**
  - Who is the main problem or struggle facing the character in the story?
Questioning

Predicting

Noting Details

React

Connections

Evaluating

MORAL

What lesson can the reader learn from the story?

ACTIONS

SOLUTION

Is the character successful or unsuccessful at solving the problem in the story?

What is the character doing to solve the problem?
Point.
Feel.
Act.
Clues.

Read the Picture

List and Draw

1. _____________
2. _____________
3. _____________
List and Draw to Summarize

1. _________
2. _________
3. _________

Summarize on Narrative Organizer

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Read the Picture

Point.
Feel.
Act.
Clues.

List and Draw
1. ___________
2. ___________
3. ___________

List and Draw to Summarize
1. ___________
2. ___________
3. ___________

Summarize on Narrative Organizer
S C S

Strategy Focus Lessons
Noting Details
Predicting
Questioning
Evaluating
Connections

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1. Summarize

- Setting: S
- Character: C
- Action

2. Generalize

- Character: C
- Action

3. Connection

- Text to Self
- Text to Text
- Text to World

4. Use It!

- Self
  - Emotional Reaction
  - Opinion
  - New Idea
  - Learn Lesson
  - Different Point of View
  - Change Mind

- Text
  - Identify Character Traits and Themes
  - Predict
  - Question
  - Evaluate
  - Help Understand Difficult Information
After Reading, We...

Think and Write About the Text.

...Select Activities to Critically Understand the Story.

...Summarize to Check for Understanding of the Story.
1. What happened in the beginning?

2. What happened in the end?

3. What happened in the middle that caused the change?
Summarize and Analyze Story Using Guiding Questions.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Character</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Events to Solve Problem</td>
<td>Solution</td>
<td>Lesson or Moral</td>
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Transfer Words or Phrases to Writing Resource Wall.

<table>
<thead>
<tr>
<th>Vocabulary Wall</th>
<th>Transitions</th>
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<tbody>
<tr>
<td><strong>ADJECTIVES</strong></td>
<td><strong>When</strong></td>
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<tr>
<td>- livid</td>
<td>- After a while</td>
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<td>- perplexed?</td>
<td>- Later</td>
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<td><strong>NOUNS</strong></td>
<td><strong>Where</strong></td>
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<td>- lumbered</td>
<td>- Instantly</td>
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<td><strong>VERBS</strong></td>
<td><strong>Sound Effects</strong></td>
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<td>- jerked</td>
<td>- Suddenly</td>
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<td>- Far away</td>
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<td>- harried</td>
<td>- Nearby</td>
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<td>- wove</td>
<td>- Up in the sky</td>
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<td>- heaved</td>
<td>- Sizzle</td>
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<td>- hobbled</td>
<td>- Splash</td>
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<th>Sensory Descriptions</th>
<th>Characters</th>
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| **Where?**       | **Where?**            | **Animal** |
| ☀️, ☀️, ☀️       | ☀️, ☀️, ☀️            |            |
| ☁️, ☁️, ☁️       | ☁️, ☁️, ☁️            |            |
| ☔️, ☔️, ☔️       | ☔️, ☔️, ☔️            |            |
| ☄️, ☄️, ☄️       | ☄️, ☄️, ☄️            |            |
| ☔️, ☔️, ☔️       | ☔️, ☔️, ☔️            |            |
| ☀️, ☀️, ☀️       | ☀️, ☀️, ☀️            |            |
| ☁️, ☁️, ☁️       | ☁️, ☁️, ☁️            |            |
| ☔️, ☔️, ☔️       | ☔️, ☔️, ☔️            |            |
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| ☔️, ☔️, ☔️       | ☔️, ☔️, ☔️            |            |

When? | Where? | Person | Animal
------- | ------- | ------ | ------
sun     | beach   | man    | dog    
clouds  | pond    | woman  | cat    
moon    | desert  | boy    | rabbit 
storm   | river   | girl   | mouse  
rain    | lake    | child  | fish   
clouds  | ocean   | woman  | duck   
storm   | sea     | girl   | monkey 
rain    | river   | boy    | bear   
clouds  | pond    | child  | sheep  
storm   | lake    | girl   | pig    
rain    | desert  | boy    | camel  
clouds  | forest  | child  | monkey 
storm   | ocean   | girl   | seal   
rain    | river   | boy    | crocodile
Write Descriptions.

1. Draw Picture.

2. Reveal Emotion.

3. Label with Nouns.

4. Add Adjectives. Fancy Words!

5. Add Figurative Language to POP!

6. Begin with S C
1. Choose the Letter Writer:

Who/What is writing the letter?
Will it be a person, character, or thing?

_I am _____________________________._

2. Choose the Audience:

Who/What is receiving the letter?
Will it be a person, character, or thing?

________________________ is my audience.

3. Choose the Type of Letter and its Purpose:

_I will write a (type of letter) to (purpose)._

**Type:**
Friendly Letter
**Purpose:**
To share news or ask a question.

**Type:**
Thank You Note
**Purpose:**
To show thanks for a gift or act of kindness.

**Type:**
Business Letter
**Purpose:**
To make a request, give a challenge, to persuade, or present case.
Judge and Write.

1. Quick Summary:

   Author       Title       Main Character
   Plot: Main Event or Problem.

2. Opinion:

   Character Trait       Lesson or Moral

3. Call in the TEAM!

   T = Transition

   E = Evidence "Direct Quote" or Paraphrase = C

   A = Analyze Explain How does evidence support the opinion?

   M = Make a Connection
Ask Questions.

**Build a Narrative Text Question**

**Know**
- Who is the main character?
- Where/When does the story take place?
- How many _____?

**Comprehend**
- Which of these events happened first/second/last?
- Which of these could not have been the reason _____?
- Read passage. Which part of the story does this tell about?
- In the beginning of the passage, why was the character/setting _____?
- Why did the character _____?
- Read the two sentences. Choose the word that correctly completes both sentences.

**Apply & Analyze**
- Why did the author or character _____?
- Which of these sentences states an opinion/fact? Why?
- What will _____ do next?
- What does the author mean by the phrase or word _____?
- The author writes about _____ as if it were (simile/analogy).
- Which of these would be the best title/main reason for the story?
- The story is mostly about _____?
- How do you think _____ felt when _____?
- Choose the word that means the same or about the same as _____.
- Which of these details from the story shows that it probably took place _____?

**Synthesize & Evaluate**
- What kind of genre is this?
- Which of these events will most likely happen after the end of the passage?
- Which of the following sentences will best conclude the story?
- How does the character/story remind you of another? (Compare & Contrast)
- What did _____ mean when she _____?
- From the passage you can conclude:
  - that you learned _____.
  - the main idea was _____.
  - in the future _____ will _____.
  - the author’s purpose was _____.
  - the character probably felt/knew _____ because _____.
Analyze and Write.

**Cause and Effect**

Before  
1. 
2. 
3. 
4. 

What Caused the Change or Event?

After

**Compare or Contrast**

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Compare</th>
<th>Contrast</th>
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</table>

**Pros and Cons**

Pros  | Cons  | Decide

**Problem and Solution**

Problem  
1. 
2. 
3. 
4. 

Steps

Solution

Steps

Solution